

The Sustainable School Improvement Cycle

Presented by: Nancy Coleman & Jack O'Connor, OPI
April 26, 2008
MIEA Conference, Missoula, MT



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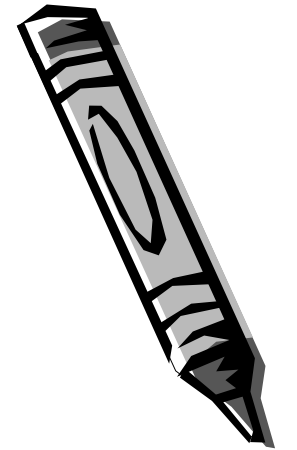


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Your Role in this Process

- Look at the areas where improvement is needed (based on the data)
- Look at where you want to be (provide focus)
- Make plans with milestones for monitoring your progress (measurable and monitored)
- Pinpoint personnel to spearhead each aspect of your plan (responsibility)



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*Build Readiness

Collect and Analyze Data

Set Goals Based on Data

Investigate Evidence-based Practices

Make Action Plans

Implement & Monitor

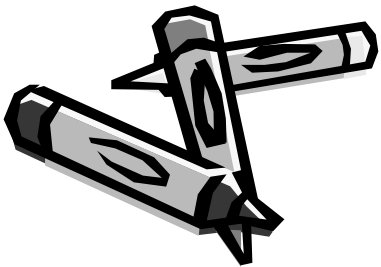
Evaluate Effectiveness
& Sustain Efforts

Build Readiness

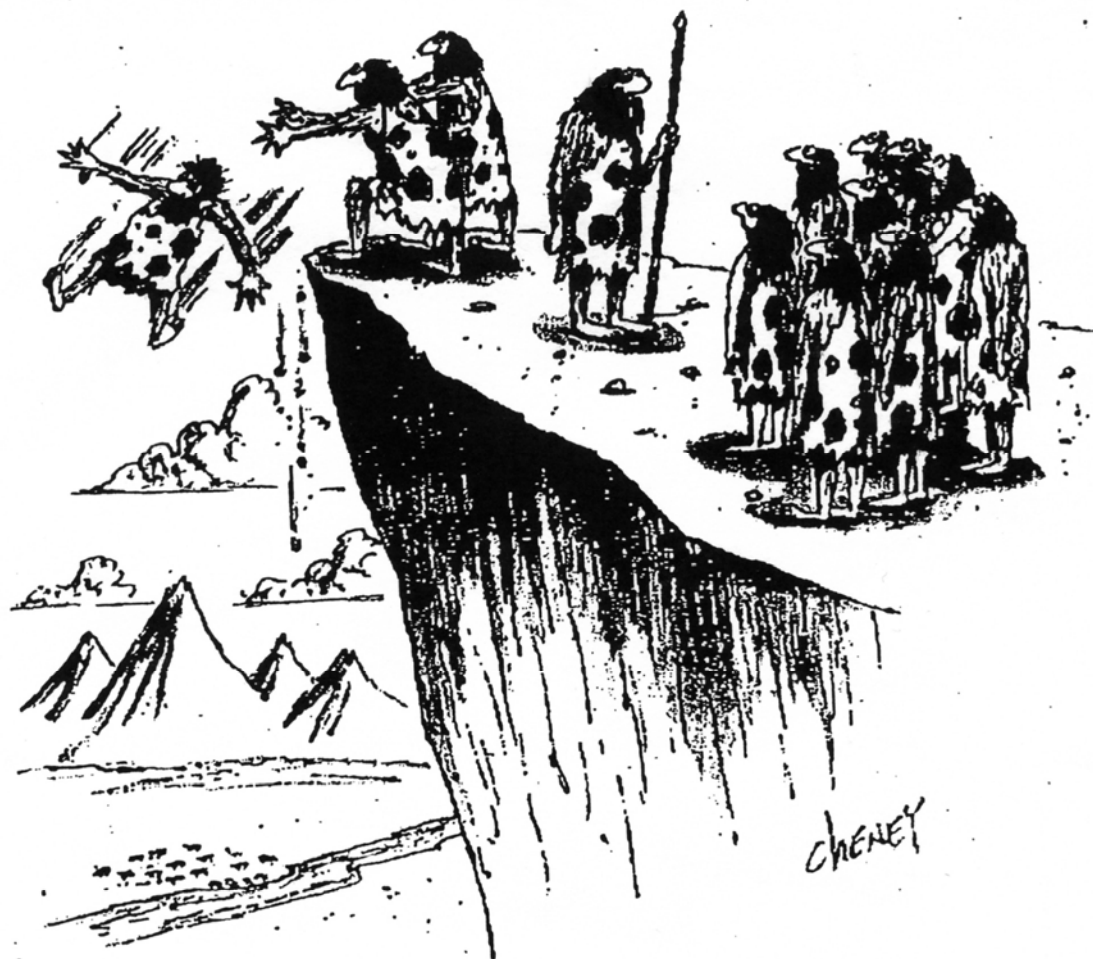


"A school that is willing to examine itself critically is one that will increase the odds that its students will succeed."

Hoachlander and Mandel 1998



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"So, does anyone else feel that their needs aren't being met?"

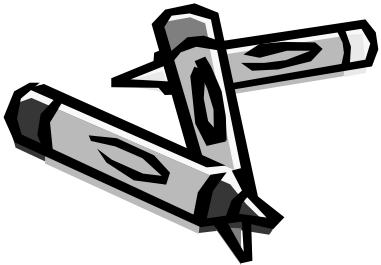


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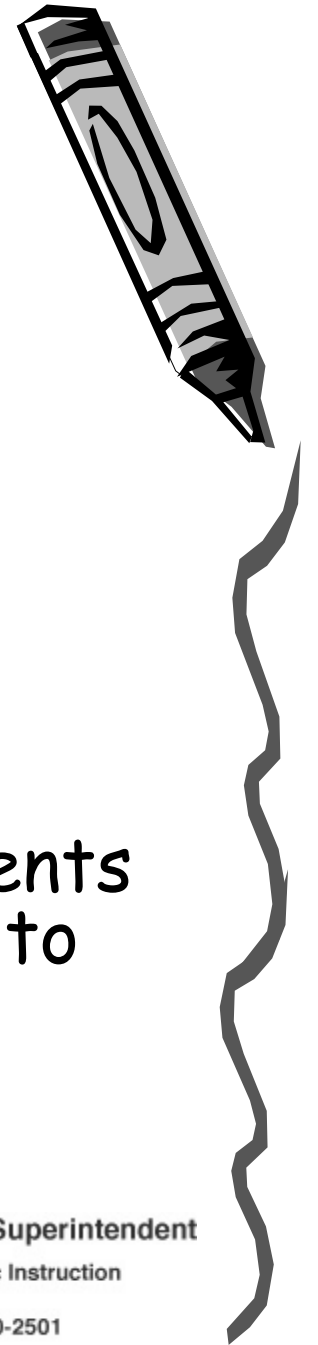
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Montana's Correlates and Indicators

- Developed from the Kentucky school improvement model
- Research-based
- Nine correlates based upon Lezotte's research
- Specifically adapted to include components of Creating Sacred Places for Children to embrace "Indian Education for All"
- <http://www.opi.mt.gov/>



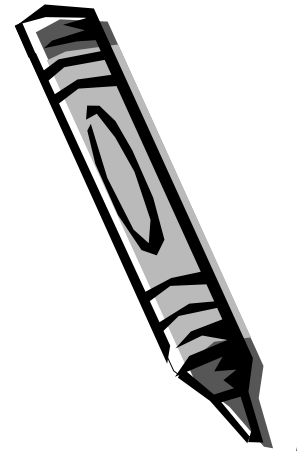
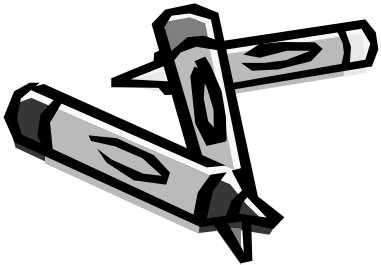
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Essential Components

- Climate of High Expectations for Success
 - Evidenced in correlates 1, 2, & 3

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills. They believe that they have the capability to help all students attain that mastery.

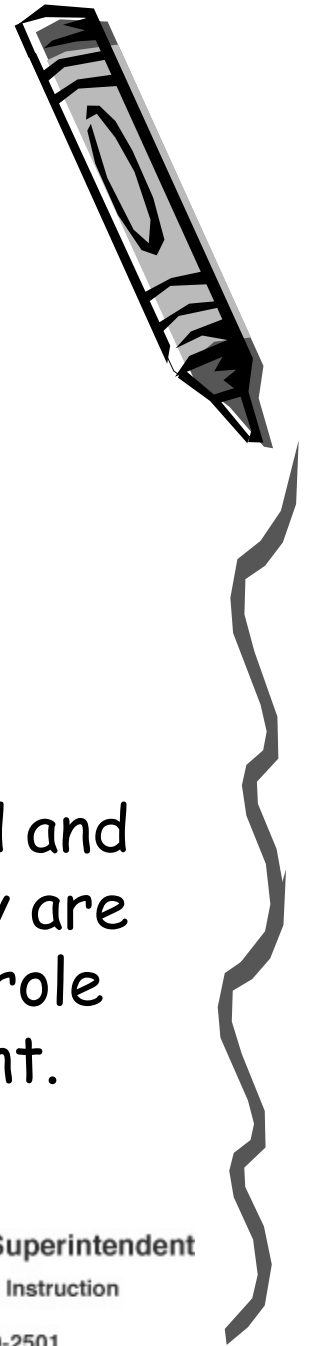
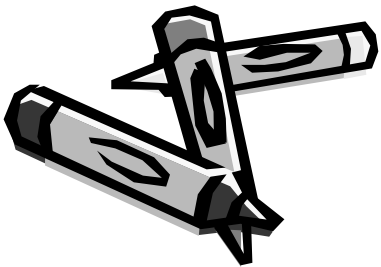


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Essential Components

- Positive Home-School Relations
 - Evidence for this is in correlates 4, 5 & 6

In the effective school, parents understand and support the school's basic mission, and they are given the opportunity to play an important role in helping the school achieve this assignment.

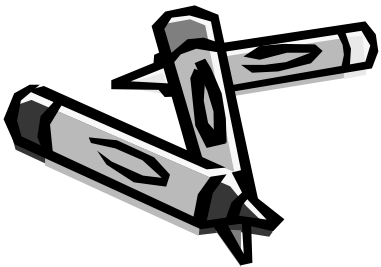


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ESSENTIAL COMPONENTS

- Strong Instructional Leadership
 - This evidence is in Correlates 7, 8 & 9

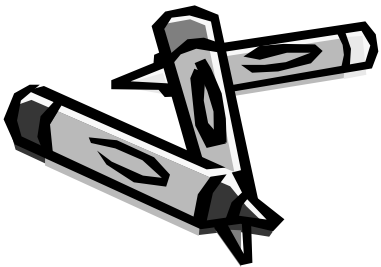
In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.



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Beginning Steps

- Guaranteed and viable core/common curriculum (mapped and aligned to state standards)
- School leadership teams
- Develop a professional learning community
- Rigorous and frequent assessment of teaching and learning
- Gather and use all available data to make decisions



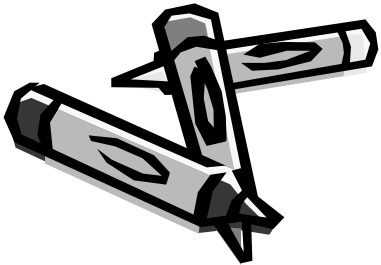
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Sources of Data



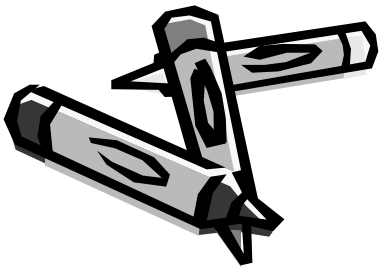
- Utilize the results of your data: MontCAS, iAnalyze (MARS), ITBS, in-house, Star tests, Dibels, etc. to form a data carousel
- Look for trends and patterns
- Make action plans based on the data



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Analyze Your Data

- Look for the root of the problem
- Ask yourselves "Why?" fives times
- Look at the "Big Picture"
- What is going to give us the "best bang for the buck?"

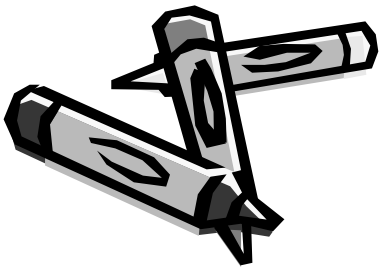


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Set Goals based on the Data

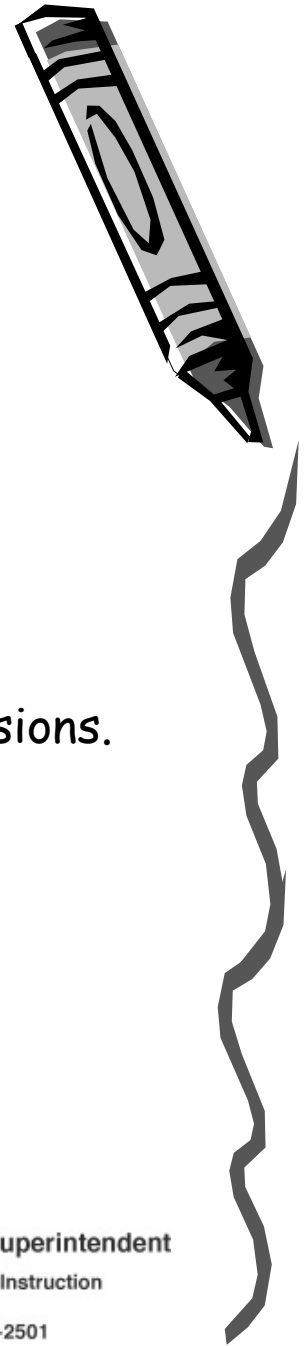


- Look at the data provided by the leadership team
 - SMART goals (strategic and specific, measurable, attainable, results-oriented and time-bound)
 - Set goals based on data only-no hunches or gut feelings



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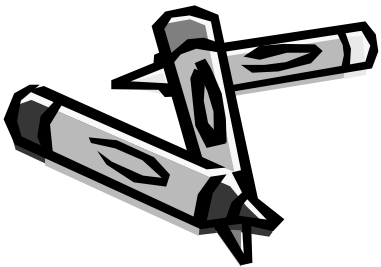
Look at Evidence-based practices



Teaching is as much a science as it is an art.
Look at strategies that are grounded in evidence.

There are many websites available for help in guiding these decisions.
Here are a few:

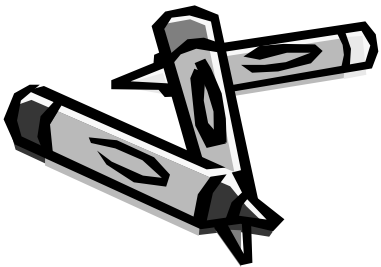
- <http://www.studentprogress.org/chart/chart.asp>
- <http://www.aimsweb.com/>
- <http://www.ed.gov>
- <http://ies.ed.gov/ncee/wwc/>



Action Plans



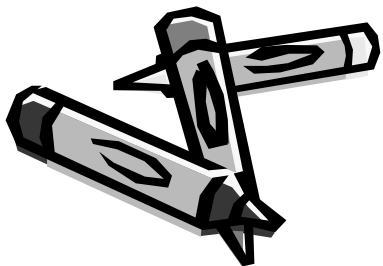
- Utilize all your available data
- Make all of your action plans based on the "SMART" goal concept
- Utilize surveys and other media for input from stakeholders.



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SMART Goal Examples

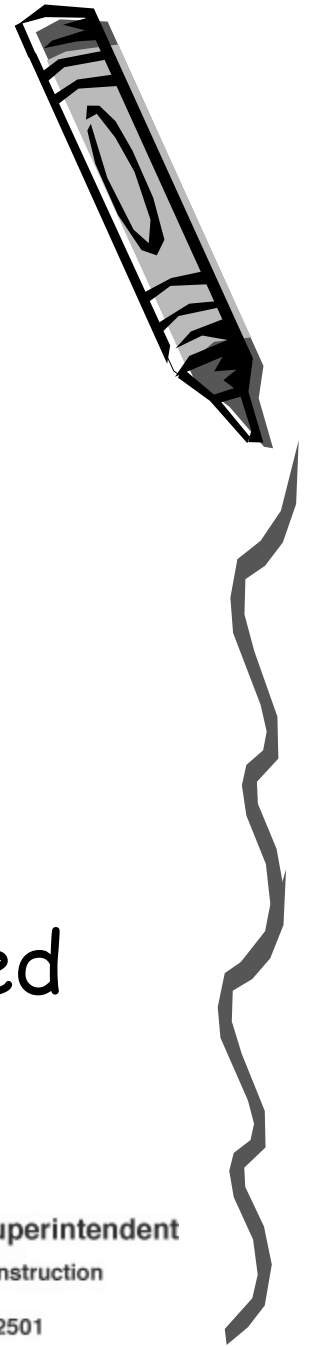
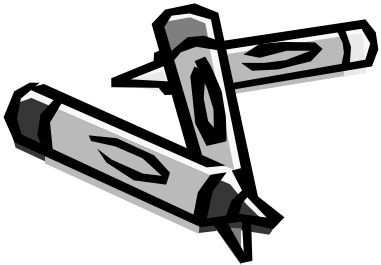
- By 2008, 70% of the eighth grade students will score at proficient or advanced on the MontCAS in reading
- By 2009, 65% of the fourth grade students will obtain mastery of the district's addition and subtraction outcomes



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Action Plan Components

- Utilize the Action Plan template
- Pinpoint an indicator
- Write a goal
- Fill out the remainder of the form
- Use it to evaluate the results based upon new data



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SCHOLASTIC REVIEW & SCHOOL IMPROVEMENT ACTION PLAN

DISTRICT _____

SCHOOL _____

DATE SUBMITTED _____

Purpose: To create a "script" for your improvement effort and support implementation.

Directions:

1. Using this form as a template, develop an action plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
2. Copy the action plan on to poster board and display in a central area.
3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new action plans for new phases of your improvement effort.

Indicator (written out)

Goal

Task/Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>(Funding/Time/People/ Materials)</i>	Timeline <i>By When? (Day/Month)</i>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Implications for Professional Development

Implications for Family Involvement

Evidence of Success *(How will you know you're making progress? What are your benchmarks?)*

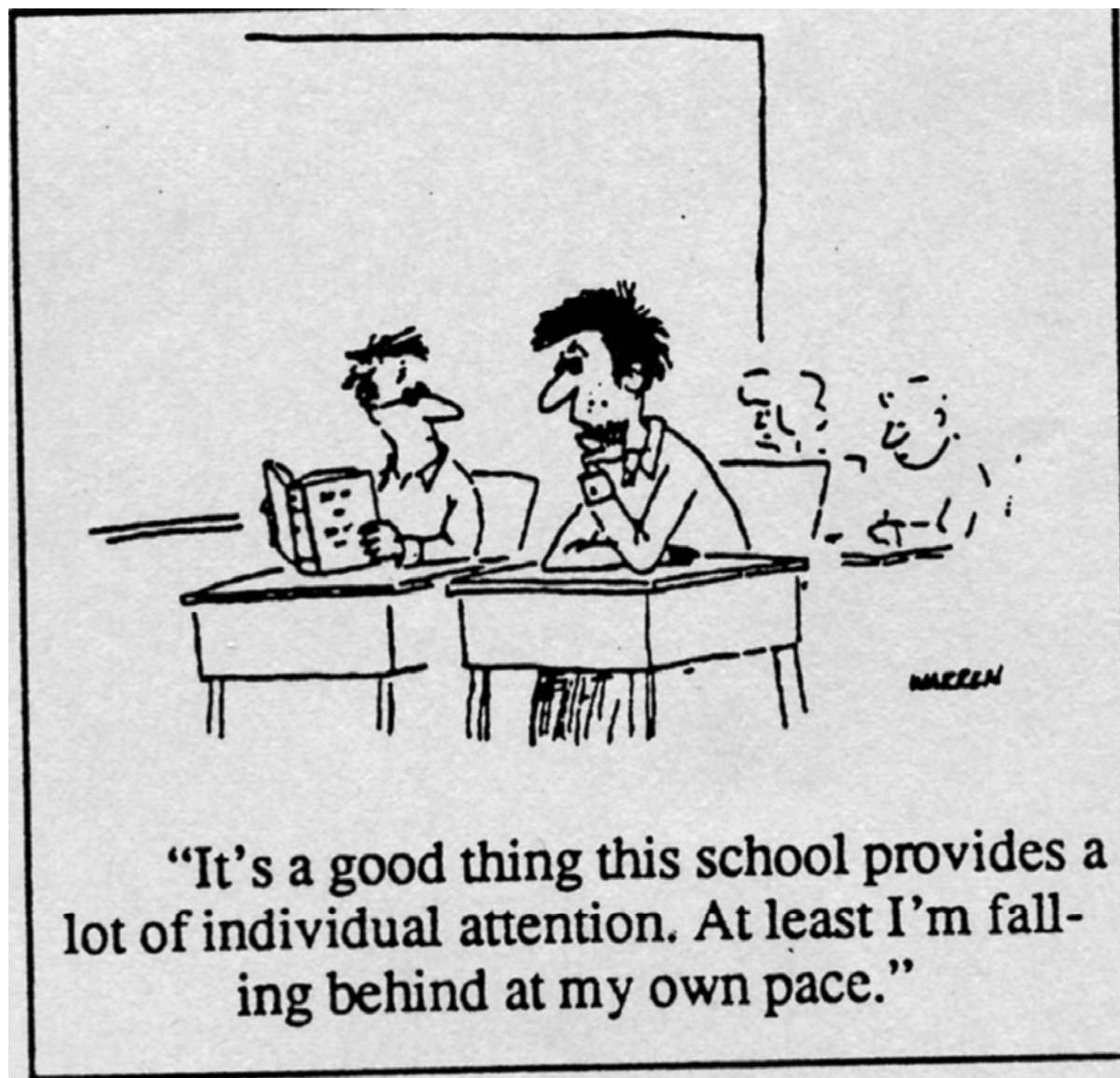
Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

CONTINUOUS IMPROVEMENT PLANS

(Action plan review and updates)

<u>Results/Accomplishments</u>	<u>Next Steps</u> _____	<u>Date</u> _____
<u>Results/Accomplishments</u>	<u>Next Steps</u> _____	<u>Date</u> _____
<u>Results/Accomplishments</u>	<u>Next Steps</u> _____	<u>Date</u>
<u>Results/Accomplishments</u>	<u>Next Steps</u> _____	<u>Date</u> _____





"It's a good thing this school provides a lot of individual attention. At least I'm falling behind at my own pace."



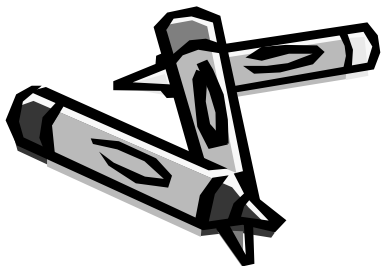
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Reprinted from the *Nebraska SPA Newsletter*

Implement & Monitor



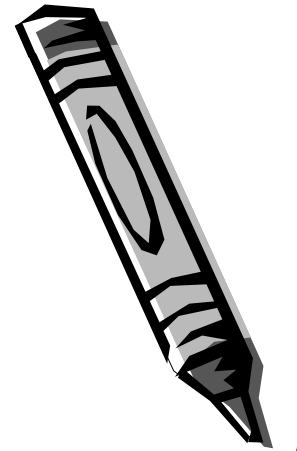
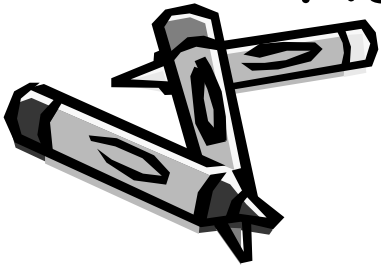
- Make sure you have the "W's" covered with your action plans
- Have a meeting scheduled into the school calendar for School Improvement meetings
- Have checks and balances established to guide decisions on the effectiveness of interventions.



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Implement & Monitor Continued...

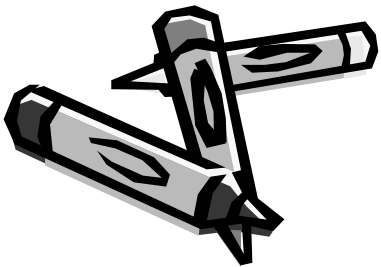
- Assess the learning of the students and the instruction of the teachers
- Make adjustments as needed
- Allow TIME to discuss teaching and learning
- ASSESSMENT IS NOT JUST FOR THE STUDENTS!!!



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Progress Monitoring

- Done frequently
- Done to determine the effectiveness of the instruction and mastery of learning
- Use of data to drive or guide instructional decisions.



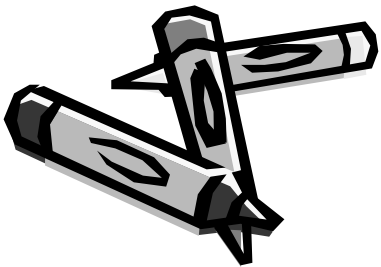
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Universal Support



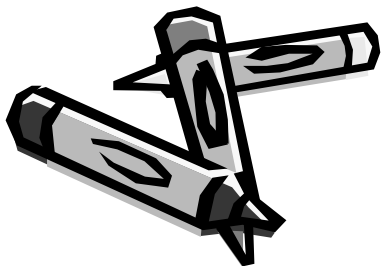
- Provide support for students
- Provide support for staff
- Develop a process to identify the needs of the students/staff
- Support comes from all levels from the board to the students



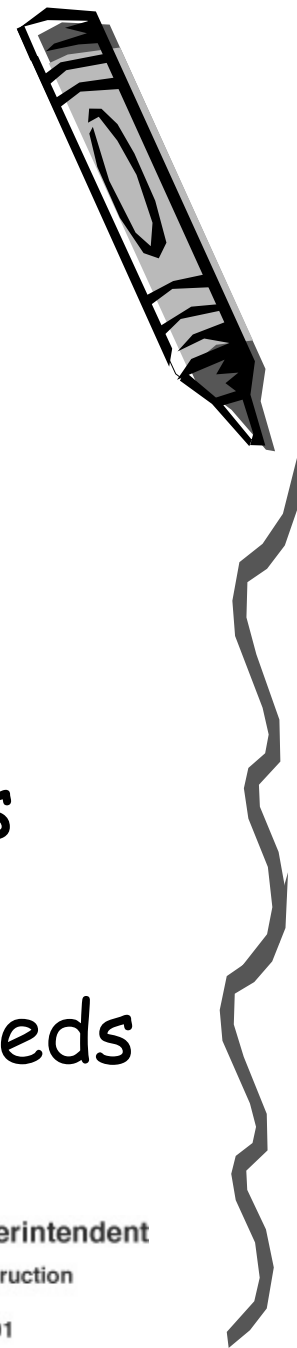
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Staff Development

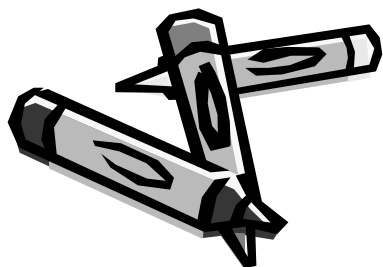
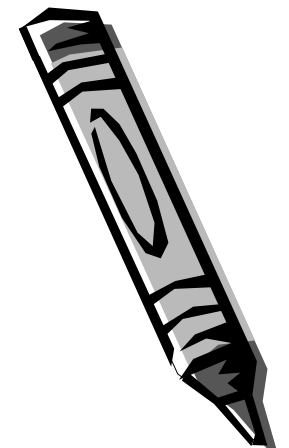
- Effective teaching practices developed and monitored
- Interventions defined
- Systems in place to help guide this process.
- PD for behavioral and academic needs



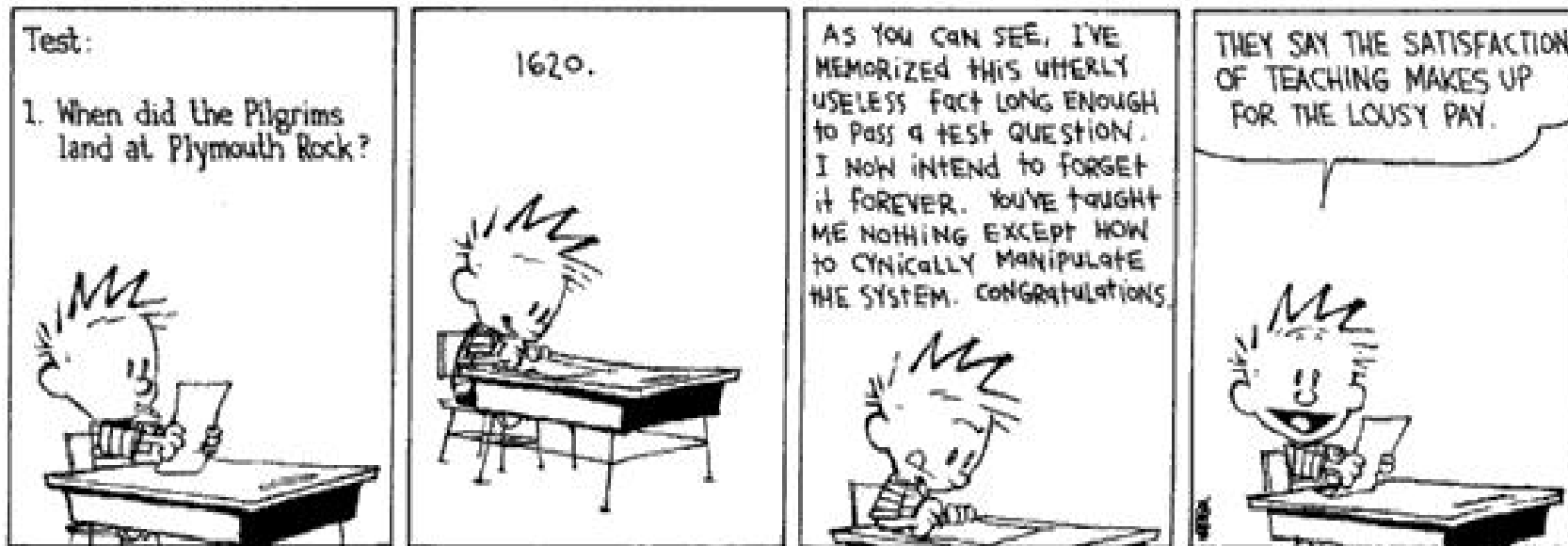
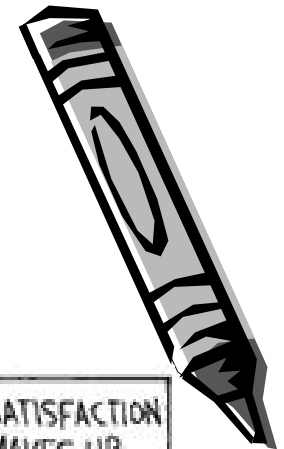
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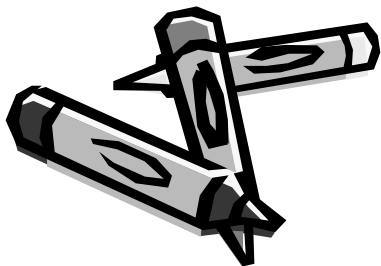
Why Do We Have to Change?



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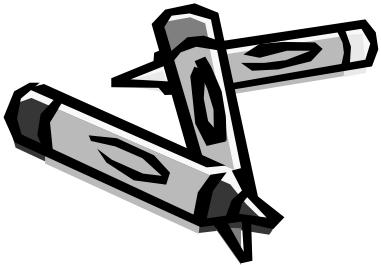
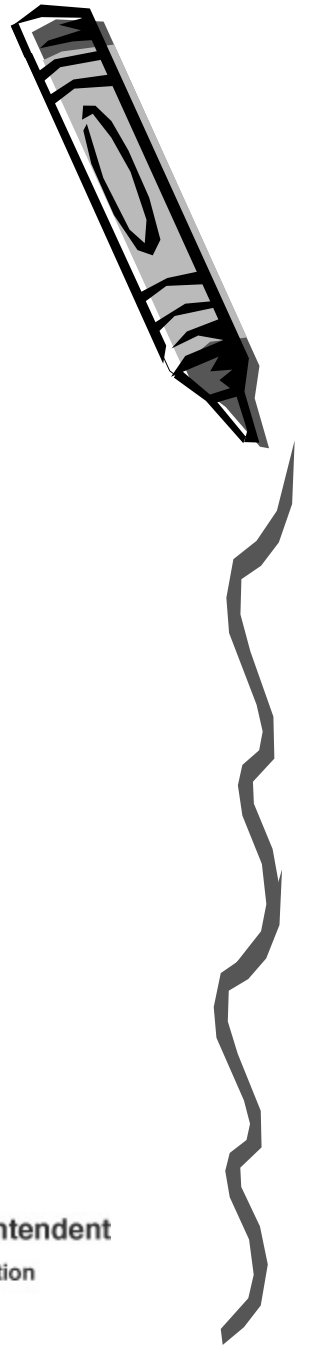
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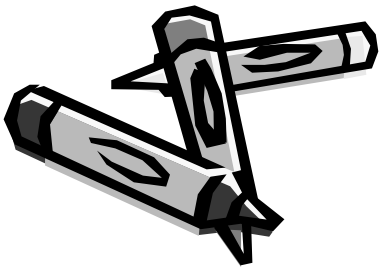
Education in Montana needs to meet the needs of the students who are in the 21st century. The way we have done things does not meet these requirements!



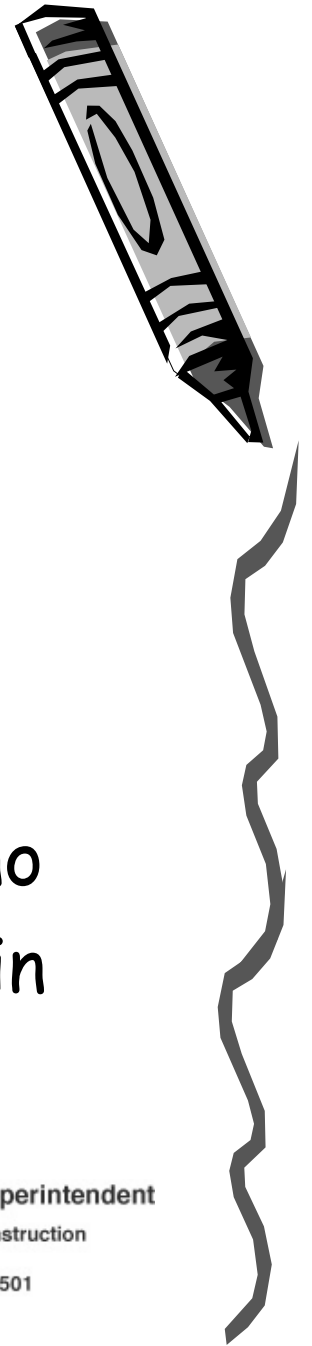
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Statewide System of Support Recommended Bibliography

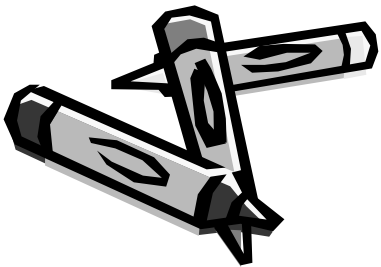
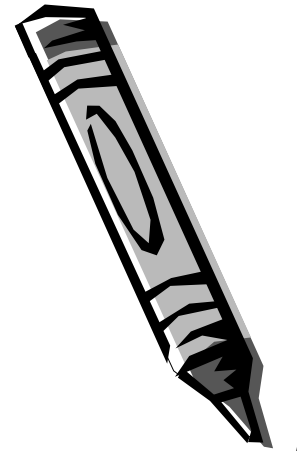
- Results Now-Mike Schmoker
- Assembly Required-Lawrence Lezotte
- What Works in Schools-Robert Marzano
- Failure Is Not an Option-Alan Blankstein



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QUESTIONS AND ANSWERS

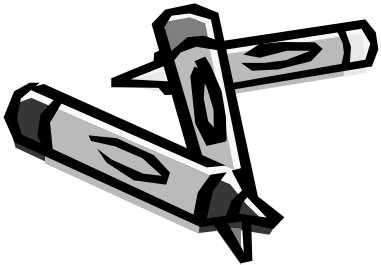


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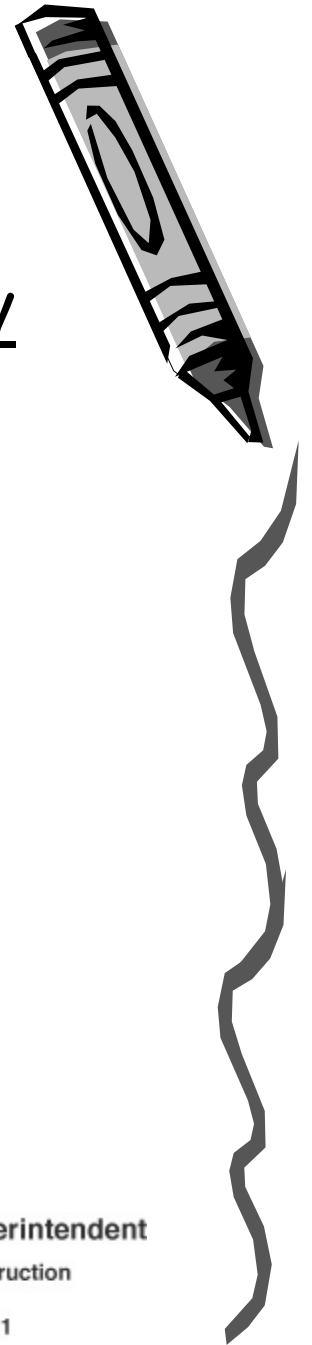
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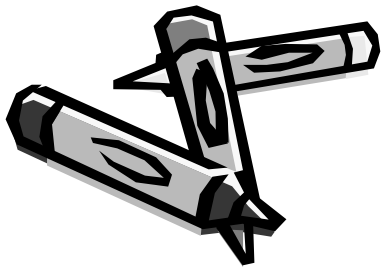
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